

# Junior Year College Planning Checklist

## Theme and Level

**Theme:** Make Plans

**Level:** Looking Deeper

## At a Glance

Students begin college checklist to track college-planning activities needed in the junior year of high school.

**Time:** 50 minutes.

## Essential Questions

- What do I need to do my junior year to stay on track for college?

## Preparation

- Secure computer lab with overhead projector enabled and CIS access
- Make copies of the *Junior Year College Planning Checklist worksheet*, one per student.

## Steps

1. Show PowerPoint (PPT) Slide 1. Tell college bound students that the goal of this lesson is for each of them to grasp and begin tracking needed junior-year activities.
2. Show PPT Slide 2. Ask students, "Do you use checklists now to manage your life?" Invite those who indicate that they do use checklists to share how checklists help them stay on track and feel rewarded for accomplishments.
3. Tell students that this activity will help them begin tracking steps they need to take in order to enter college successfully in two years.
4. Show PPT Slide 3. Review the checklist with students. Ask them to note activity details pertinent to themselves under each line on the worksheet.
5. Assign students to complete steps 1-4 and provide 15 minutes for students to list their uniquely specific thoughts and needs on their checklists.
6. Show PPT Slide 4. Ask students to discuss their answers to the questions on this slide, sharing their activity needs and thoughts in groups of four. (Student will gain additional ideas from listening to their peers.)
7. Ask volunteer students to share their thoughts with the full class.
8. Show PPT Slide 5. Ask students to answer the questions in the text boxes at the end of the worksheet then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Action Plans and Supports section of Career Plan.

## Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Complete worksheet outside of class, allowing parent/guardian input, assistance, and support.
- Check-in with students regarding their progress towards completing their checklists monthly throughout the junior year.

## Assessment

Use the *Junior Year College Planning Checklist Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections about what they learned in the **What are your (college) action plans for this year?** text box within the Looking Deeper: Make Plans section of Career Plan.

## Materials

Computer lab with overhead projector and CIS access

[Junior Year College Planning Checklist \(PPTX\)](#)

[Junior Year College Planning Checklist Scoring Guide \(PDF\)](#)

[Junior Year College Planning Checklist Scoring Guide \(DOCX\)](#)

[Junior Year College Planning Checklist \(PDF\)](#)

[Junior Year College Planning Checklist \(DOCX\)](#)

## Goals and Standards

### *Common Core State Standards*

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

### *National Career Development Guidelines*

- GOAL PS4 Balance personal, leisure, community, learner, family and work roles.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.
- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.

### *American School Counselor Association*

- Academic Development, Career Development

*Bloom's Taxonomy:* Remembering, Understanding, Applying

### *American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success*

#### Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

#### Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Set High Standards of Quality
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

#### Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Ability to Delay Immediate Gratification for Long-Term Rewards
- Demonstrate Perseverance to Achieve Long- and Short-Term Goals
- Demonstrate the Ability to Balance School, Home and Community Activities

### Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment